Thinking on the path of mixed teaching reform under the concept of innovative development

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Abstract: Currently, the wave of informatization characterized by digitization, networking, and intelligence is in the ascendant, profoundly changing people's production, life, and learning methods. As an important position for cultivating talents, colleges and universities should comply with the current trend of information technology and take the opportunity of hybrid teaching reform to mix teaching concepts, teaching resources, teaching methods, and other aspects. They can innovate educational and teaching achievements by focusing on cultivating the ability of teachers and students to accept new technologies, improving the digital construction of education management, creating a good institutional innovation environment, and strengthening the construction of training bases, etc, We should actively serve the needs of teachers and students, thereby building a complete digital higher education system, and creating a more efficient and intelligent university education management model.

1. Introduction

Currently, the wave of informatization characterized by digitization, networking, and intelligence is in the ascendant, profoundly changing the way people work, live, and learn. Among them, the development of digitalization is the leader in the wave of informatization. Its essence is to spread the knowledge accumulated from generation to generation in the practice process conveniently and efficiently through digital technology and media platforms. As an important position for cultivating talents, colleges and universities should comply with the current trend of information technology, take the opportunity of digital reform, innovate educational and teaching achievements, actively serve the needs of teachers and students, thereby constructing a complete digital higher education system, and creating a more efficient and intelligent university education management model. In this process, the achievements of the digital information technology revolution are bound to become a powerful booster for promoting the development of digital education, and conceptual innovation plays a leading role in the reform of higher education. The development of higher education should continuously promote ideological and conceptual innovation, and drive reform and development with conceptual innovation.

2. The Connotation of Hybrid Teaching

Hybrid teaching, as a new teaching model, first appeared in the "White Paper on American Educational Technology" in 2000, pointing out that hybrid teaching does not completely replace traditional teaching, but complements, learns from, and complements traditional teaching. At first, scholars at home and abroad mostly equated blended teaching with blended learning without making a clear distinction. However, with continuous exploration and development, it was found that blended teaching is only one aspect of blended learning, and the focus of blended teaching lies in the "teaching" of teachers[1]. Therefore, newer and higher requirements were also put forward for teachers. Hybrid teaching involves not only the integration of ideas, forms, or technologies, but also the exploration of the most effective teaching and learning methods through integration. From the current perspective, the intuitive expression of the hybrid teaching model is the combination of traditional face-to-face teaching and online teaching. As a result, teaching methods are becoming more and more flexible, and also reflected in the flexible adjustment of teaching conditions, teaching tools, teaching links, and teaching objects. Therefore, the mixed teaching model is a teaching framework that focuses on students, guides by various teaching theories, and mixes various aspects of teaching processes and teaching strategies to achieve predetermined teaching goals.

3. Content of mixed teaching

3.1. Mixing of teaching theories

There is no universal teaching and learning theory applicable to all teachers and students in the educational field that can guide and explore educational practice activities and educational laws. Therefore, multiple teaching theories should be adopted. Currently, the influential teaching theories include behaviorism teaching theory, cognitive teaching theory, emotional teaching theory, and education goal taxonomy. Each teaching theory has its inherent advantages and disadvantages. The relationship between teaching theories is not mutually opposed, and there are both overlapping and interrelated parts between them. Teachers should establish teaching objectives based on the teaching situation at different stages and adopt teaching theories related to objectives [2].

3.2. Mixing of teaching resources

The mixing of teaching resources can be analyzed from three aspects: the content, presentation, optimization, and integration of teaching resources. First of all, the content of mixed teaching resources is not limited to a certain aspect of a certain discipline, but rather reflects the interworking of arts and sciences and the integration of disciplines in the learning process. Secondly, the presentation methods of mixed teaching resources are diverse. The diverse presentation methods of teaching resources such as micro classes, short videos, and live streaming interactions enable knowledge to be presented to students in a dynamic manner, which is conducive to students' interactive communication and timely feedback, as well as improving students' enthusiasm and initiative in learning. Finally, hybrid teaching is conducive to the overall optimization and integration of teaching resources [3]. When offline and online resources converge, a large and complex knowledge base will be formed. Although the demand for resource acquisition is met in terms of quantity and sharing channels, there are also some low-quality, repetitive, scattered, and unsystematic resources. Hybrid teaching promotes the optimization and integration of teaching resources while sorting out knowledge.

3.3. Mixed teaching methods

The mixed teaching method is a mixture of tangible teaching and intangible teaching realized through the use of information technology through the Internet. Online teaching is based on the Internet, new information communication technologies, and media platforms, while offline teaching focuses more on traditional teaching. Hybrid teaching is based on a teaching platform, which links elements such as teachers, parents, students, and teaching resources together to enhance the transmission, exchange, and feedback of knowledge and information. However, if the two methods are still independent in the teaching process, without complementing and connecting each other, the purpose of hybrid teaching cannot be achieved, and the burden on teachers and students will be increased.

4. Practical Application of Hybrid Teaching

Currently, there are many platforms to assist in implementing hybrid teaching on the market. Based on the actual situation of our school, we choose "Xinwei Education" as the auxiliary teaching platform for hybrid teaching. "Xinwei Education" is a new online and offline hybrid education platform established by Geely Education, dedicated to the integration and sharing of high-quality educational resources and the exploration of educational innovation such as thousands of people and thousands of faces. Adhering to the higher education gene of Geely Talent Development Group, Xinwei Education provides comprehensive personalized learning services for more learners through in-depth cooperation with excellent enterprises and universities at home and abroad, helping teachers better utilize their talents, and promoting a virtuous cycle of teaching and learning. Core based education will be learner oriented, constantly constructing new scenarios that combine theory and practice, empowering education with technology, stimulating imagination with knowledge, and optimizing practice with reform, to inspire and assist more people to achieve higher value.

Xinwei Education has rich teaching resources. The curriculum center is divided into general education courses, professional courses, ideological and political courses, academician courses, Geely School, occupation, and workplace, which is consistent with the talent cultivation plan of the university. Moreover, the platform can provide timely technical guidance and information feedback. For teachers and students in our school, technical personnel provide training to teachers who use the Xinwei Education platform every academic year. During the formal use period, whether teachers or students encounter any difficulties or doubts, technical personnel can solve problems very promptly and quickly, without time lag, and coordinate with the educational administration personnel, continuously optimize the platform based on the use of school teachers and feedback evaluation.

4.1. Teaching Design Principles Based on Xinwei Education Platform

Firstly, teaching goal oriented principle. When carrying out teaching activities, teachers should first clarify the teaching objectives in order to organize and carry out teaching activities in an orderly manner, enable students to master the teaching content specified in the objectives, cultivate students' good learning abilities, and ultimately achieve the expected teaching results. Secondly, the principle of adapting the teaching content to the actual needs of students. The teaching content combines the actual needs of students, which is a basic requirement of being student centered. Lastly, the principle of combining process evaluation with summary evaluation is to improve the evaluation method based on the characteristics of teaching, forming a multiple evaluation system [4].

4.2. Hybrid Teaching Design Based on Xinwei Education Platform

Taking the course "Financial Management" as an example, the hybrid teaching design based on the Xinwei Education platform can be carried out from three levels: pre class preparation stage, in class practice stage, and after class consolidation stage.

4.2.1. Preparation stage before class

In the pre class preparation stage, the most important task for teachers is to carefully analyze the curriculum, learning situation, and teaching materials, accurately grasp the teaching and learning objectives, select online learning materials based on the actual situation of students, combined with excellent cases of other teachers, and based on the previously developed teaching syllabus, lesson preparation, and courseware handouts, and then upload their teaching materials on the teaching platform for students to use. The online resources of the Xinwei Education platform can choose to use the existing resources of the platform, or the teachers can upload the required learning materials themselves.

The online lecturer selected for this course, Mr. Ying Qianwei, is the dean, professor, and doctoral supervisor of the Department of Accounting and Corporate Finance at the Business School of Sichuan University. There are a total of 8 chapters and 47 video resources in the instructional design. In addition, the platform provides a question bank. The objective questions are divided into 180 single choice questions, 93 multiple choice questions, and 100 critical questions, with a total of 373 questions. The subjective questions are entered by the instructor himself. In subsequent teaching, assignments can be arranged based on the chapter content to help students detect learning effects.

In terms of course assessment, it is also a combination of online and offline assessment methods. The online learning assessment is divided into three levels. First, students can choose the viewing time period and the viewing duration based on the actual situation when conducting video learning, and urge students to conduct effective learning; Secondly, the usual performance assessment is set up. The usual performance consists of two parts: video learning and homework. The instructor can assign assignments to specific chapters according to the teaching schedule, and students can complete and obtain their usual performance within the specified time; finally, there is the online overall evaluation score, which is composed of the online usual score and the online final score. The teaching teacher can set the score ratio independently. After the offline assessment is completed, the final score of the online and offline hybrid teaching of this course is synthesized with the online assessment score in accordance with a predetermined proportional structure.

4.2.2. In class practice stage

During the course, offline teaching is the main method, supplemented by online learning. When the teacher explains the new lesson, the teacher guides the students to explore the important and difficult teaching content in a more in-depth manner. Assist with multimedia and blackboard presentations of teaching content, allowing students to follow the teacher to review what they have learned. On the one hand, online learning tasks can be arranged in advance, requiring students to preview before class, so that students can have a preliminary understanding of the knowledge they have learned. When returning to the classroom, teachers can inspire and guide students to obtain a more systematic and complete knowledge system. While listening to the class, students can supplement and summarize the notes arranged during the preview. On the other hand, it is also possible to combine the problems encountered by students during the preview process and solve them together during the teaching process, as well as discuss the current hot and focused issues.

Tourism management majors are non-finance and accounting majors, so the course "Financial Management" is a basic subject course, but its content is slightly simpler compared to that of finance and accounting majors, but the content of online courses is relatively difficult, It also plays a very positive role in expanding the depth and breadth of learning for students in this major.

4.2.3. Consolidation stage after class

At this stage, homework is arranged through the teaching platform, and online and offline homework are combined to further consolidate the course learning achievements. Teachers check students' homework after class through the teaching platform, which is very convenient to feedback students' video learning and homework learning to the teaching platform, and can communicate with teachers and other students online or offline on issues, leaving comments on the teacher's teaching and their own learning. Teachers summarize the feasibility of teaching methods, the completeness of teaching content, the natural connection of teaching links, and the achievement of teaching objectives through their own recollections of various teaching links, students' knowledge testing scores after class, and reading students' teacher and self-learning evaluations of the classroom. In the stage of post class consolidation, students strengthen their mastery of the content of this section through post class knowledge summaries and extended assignments. Teachers help students consolidate new knowledge through teaching summaries and evaluations.

5. The path of mixed teaching reform

5.1. Attaching importance to cultivating the ability of teachers and students to accept new technologies

In the context of digital reform and innovation, new teaching platforms, teaching forms, teaching methods, and teaching technologies based on new technologies are constantly being introduced. However, for some teachers and students, influenced by traditional education and teaching models, they may not be willing to spend time and energy on learning the new digital teaching model. However, with the in-depth use of digital technology, this has become an unavoidable matter. Therefore, in traditional education and teaching methods, it is necessary to constantly integrate new teaching resources, teaching methods, and methods. Relying on the prominent advantages of the network platform, universities should increase their influence and communication power on college students and teachers in the process of teaching management, guide them to actively participate in teaching reform, build a good mixed teaching environment, give full play to the value of the Internet platform, and actively face new difficulties and challenges, Better adapt to the needs of the development of the information age.

5.2. Improve the digital construction of education management

China's network development is currently relatively convenient and rapid, but the development of digital education in colleges and universities is not well adapted to the development situation. Firstly, the quality of digital education management personnel is insufficient, and their work ability lacks continuous improvement. It is difficult to achieve the intelligent level of current social development, and it is difficult to adapt to the new requirements of digital reform; Secondly, the funds are insufficient. The transformation from the general education management mode to the innovative management mode of "Internet plus" cannot be separated from the support of a large amount of funds. That is, relevant teachers need to have enough funds to investigate, observe, learn and train the new mode, and also need to build some hardware platforms. However, many colleges

and universities do not have enough funds to support digital reform. At present, many colleges and universities require teachers to carry out digital teaching, On the one hand, it still retains the traditional teaching management mode, which also leads to teachers' doubling the effort and increasing the workload in the teaching process.

5.3. Creating a good environment for institutional innovation

The perfection, openness, and inclusiveness of the system not only affect the degree of development of higher education, but also have an important impact on educational reform. To stimulate the motivation of institutional innovation in colleges and universities, in addition to establishing innovative awareness and the concept and atmosphere of striving to become a scientist in colleges and universities, it is also necessary to carry out multifaceted institutional innovation in response to new situations, new situations, new problems, and new needs in the development of higher education under the guidance of innovative ideas. The direction of higher education system innovation mainly includes three major aspects: enrollment system, training system, and teacher assessment system. First of all, in terms of enrollment standards in China, regardless of different levels and types of universities, the college entrance examination score is basically taken as the main rigid standard, and it is also impossible to distinguish and select comprehensive qualities, personality strengths, innovative thinking abilities, and other aspects; Secondly, in terms of the talent cultivation system in China, there is a lack of practical applied talent cultivation, and vocational education is not receiving enough attention from society. Improving the quality of undergraduate education and promoting the cultivation of innovative talents are urgent requirements of the development of the times; finally, there is the issue of the teacher evaluation system. There are many shortcomings in the university teacher evaluation system, which are reflected in how to coordinate teaching and scientific research work. Most university teacher promotion systems focus on scientific research assessment, and many work is based on administrative task requirements, lacking the subjective initiative to understand, learn, cultivate, and participate in innovative activities.

5.4. Strengthen the construction of training bases

Digital innovation should not only stay at the theoretical level, but also reflect practicality. Innovative practice and digital application cannot be separated from various types of training bases such as training rooms and laboratories. Colleges and universities can build their own training bases based on professional characteristics to carry out practical teaching, or establish contacts with internship units or other vocational colleges to establish off-campus cooperative training bases, using their training venues to carry out practical teaching that directly connects with society. At the same time, colleges and universities can also establish virtual training rooms using Internet platforms, big data, and virtual simulation technology, allowing teachers and students to conduct practical training operations anytime and anywhere.

Acknowledgements

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